Reproductive Health and Disease Prevention Curriculum

2023- 2024

Broward County Public Schools

Fifth Grade

Creating Healthy Habits

TEACHER'S NOTE/PREPARATION: Problem-solving cards for this lesson are in a separate file. They are not at the end of this lesson. If you choose to use the cards, you will need to print/download them.

TARGET GRADE: Fifth Grade, Lesson 1

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.5.CH.1.3** – Recognize appropriate health care products and services in the community.
- **HE.5.PHC.3.2** - Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.
- **HE.5.PHC.3.5 –** Summarizes healthy options to health-related issues or problems.
- **HE.5.PHC.4.1**- Evaluate appropriate responses to unwanted, unsafe, and threatening situations.

LEARNING OBJECTIVE:

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.
4. Students will utilize the problem-solving steps.

LESSON MATERIALS:

- Paper
- Markers or Crayons
- Problem Solving Cards and Poster
- Strips of scrap paper
- Question box

LESSON STEPS:

<u>Vocabulary</u>
Cleanliness – keeping your body free from dirt and germs
Grooming – activities we do to help our body and clothes stay neat and clean
Daily – every day of the week
Communicable Disease- Illnesses that spread from one person to another.

GROUND RULES:

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*

- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list <u>with</u> your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. What is a communicable disease? (Illnesses that spread from one person to another)
2. How can we protect ourselves from some communicable diseases? (Possible answers, coughing into our sleeve, using a tissue, not shaking hands or touching someone if we have coughed or sneezed in our hand, washing hands)

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: Do you know how to stay neat and clean?

Step 4: Using the Chart below to guide the discussion, you may use "Ask and Response" techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done.

Healthy Habits Chart

What	How	When
General <u>Cleansing</u> Hands, face, and body	Use soap, warm water, and a washcloth to clean away all the dirt and germs. Washing the entire body including behind ears and under arms. Use a clean bath towel to dry completely. Do not share towels. Washing means **always** using soap, not just water.	Hands and face: before meals, after playing, using the restroom, and whenever necessary. Body: bath or shower at least once a day.
<u>Oral Care</u> Brushing teeth	Using only a pea-sized drop of toothpaste, brush your teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full TWO MINUTES.	BRUSH AT LEAST two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your TONGUE, too!
Flossing Teeth	Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.	Floss at least once daily. (Do this BEFORE brushing.)

- Ask: How often should you get a new toothbrush? (Every three months, or whenever it begins to show wear, and it's IMPORTANT to replace your toothbrush after you've had a cold, a sore throat or the flu, since bristles may collect germs that can lead to reinfection.)
- Ask: What should you do when you sneeze and/or cough? (Cover your nose and mouth by sneezing into the inside of your elbow. This keeps your hands germ-free.) Why is it important to cover your sneeze and cough?
- Ask: What should you do with dirty Kleenex (facial tissues)? (Throw them into a trash receptacle. NEVER leave used tissues lying around for somebody ELSE to pick up.)

Step 5: Problem Solving

1. Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem and the next is

to identify whose problem it is to solve. We can first say the problem by looking at a situation and identifying what is wrong. Once you know the problem you can ask whose problem is it to solve.

2. Tell students the steps to solving a problem: Say the problem. Think of solutions. Explore the solutions. Pick a solution. Step up and try the solution. (You may use the problem-solving cards.)

3. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation. They must say the problem and ask whose problem it is. Ask for student volunteers to move through the steps to solving the problems identified.

    - Ask: You go to a sleepover and forget your toothbrush. Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - You should NEVER share your toothbrush with anyone else! Sharing a toothbrush could lead to the spread of communicable diseases.*

    - Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap or water. Ask for student volunteers to move through the steps to solving the problem.

    - Ask: Your friend has started menstruation. You notice blood on the back of her pants while she is walking down the hall. Ask for student volunteers to move through the steps to solving the problem. *(Note to teacher: Discussion may include the importance of not embarrassing the student who has blood on their pants)*

    - Ask: You are at a sporting event with a friend. Your friend drinks from a water bottle and passes it to you. You are very thirsty, but you left your water bottle in the car.. Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - It is important not to use cups, utensils, or other personal care items (such as washcloths, towels, underwear, etc.) with other people. Sharing personal items with others can transmit communicable diseases.*

    - Ask: You are at a school when your menstruation starts. You look in your bag and notice you left your sanitary products at home. Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: discussion to include seeking a trusted adult for assistance in solving the health-related issue.*

    - Ask: You are visiting a relative. A family friend walks in and announces they have a bad cold. They see you, excitedly call your name, and walk over to give you a hug and kiss. Ask for student volunteers to move through the steps to solving the problem.

    - Ask: You need to call your ride to pick you up from school. You have less than 5% battery left on your phone. Your sick friend walks over and asks to use your phone. Ask for student volunteers to move through the steps to solving the problem.

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures of EVERYTHING they can think of that would happen if they never brushed their teeth and/or washed their body.

QUESTION BOX: *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Being Clear With Your Friends

TARGET GRADE: Grade 5, Lesson 2

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.5.PHC.4.1 – Evaluate appropriate responses to unwanted, unsafe, and threatening situations.

LEARNING OBJECTIVE:

1. Successfully demonstrate assertive communication when expressing a difference of opinion with another person.
2. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure.

LESSON MATERIALS:

- Whiteboard or chart paper and markers
- Worksheet – one situation for each pair of 2 students

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list <u>with</u> your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***

- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.
Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Tell students that relationships aren't always easy, whether they are relationships with family members, friends, classmates, or even romantic relationships. One of the things that happens, even in the best relationships, is that people have different opinions, likes and dislikes, and ideas about how to spend their time. Tell students that when conflict happens, it is very important to be able to communicate honestly. Ask, "What can sometimes make communication difficult even with someone you really like?"

Some possible responses might include:

- "I don't want to upset them."
- "I'm too embarrassed to talk about it."
- "We don't talk like that."
- "I don't want them stop being my friend."
- "It's too much work – I just want to have a friend I don't have to stress about."
- "It's none of their business."

Say, "While these are certainly all reasons that make it difficult to communicate in a relationship, no relationship can last without good communication of some kind. And HOW we express ourselves is just as important as WHAT we are trying to communicate. We are going to look at three ways that people communicate with each other: aggressively, passively, or assertively." Reveal the pre-printed definitions and review. Tell students: "Being AGGRESSIVE is when someone tries to get what they want by bullying the other person into it. Being PASSIVE is when a person is unclear in expressing their needs or afraid to. Sometimes this means that they won't speak up about what they want, but just go along with what the other person wants. Being ASSERTIVE is when a person says what they want or mean without being hurtful to the other person. They express their needs or opinions clearly while being respectful of the other person." Ask, "What if someone asked you to go see a particular movie that you really didn't want to see. How might you respond if you were passive?"

Possible responses might include:

- "I'd probably go anyway."
- "I'd say, 'Well, I've already seen it – but that's ok, I'll see it again if you really want to see it'."

Ask, "What can be problematic about this kind of response?"

Possible responses might include:

- "Because you'd end up seeing a movie you didn't want to see."
- "Your friend might feel guilty for making you go."
- "You might go but be really annoyed with your friend."
- Ask, "How would you respond to the same question using aggressive communication?"
- Possible responses might include:
- "I'll go to the movies, but we're going to see THIS movie, not that one."
- "Oh, I hate that movie. It's so stupid."
- "Man, you have really bad taste in movies."
- Ask, "What can be problematic about this kind of response?"
- Possible responses might include:
- "Because it becomes all about what I want."
- "Because that's rude and can make the other person feel bad."
- "Because your friend might get mad and you might lose them as a friend."

Ask, "How would you respond to the same question using assertive communication?"

Possible responses might include:

- "I'd love to go to a movie, but not that one. Let's see something we both want to see. What else is playing?"
- "I don't really want to see that movie but I want to hang out with you. Can we do something else?"
- "I think I'm going to skip that movie because I heard it was really scary, but you go and we can hang out later together."

Ask, "What makes this an effective way of responding?"

Possible responses might include:

- "Because both people's needs count."
- "Because the person says what they mean, but don't offend the other person."
- "Because they can find a compromise that they would both like."

Note to the Teacher: It is possible that some students will insist that aggressive communication is the best especially if they really want to get their way. If this happens, try to facilitate a discussion about this. Some questions you can ask include: "If you can get what you want without hurting the other person, might it make more sense to do it that way? Why or why not?" "Would it be worth losing a friend to get your way?" "Would you stay friends with someone who answered you that way all the time to get what they wanted?"

Summarize this discussion by making the following points:

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person's needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But if one person is giving in more often than the other, it is an unequal, unhealthy relationship.
- It is important to stick to what you believe in and the decisions you make, even if they're different from what people around you are saying.
- No one should do anything in a relationship that they do not feel right about doing.

Step 3: Explain to students that while most people in relationships respect one another when one of them doesn't want to do something and take each other's feelings into account, sometimes, people just don't take "no" for an answer. Say, "In these cases, it is really important to be able to stick to your beliefs and your decisions. But it can be hard, especially if the other person is putting pressure on you. So, let's discuss some good refusal skills for those situations." Explain that there are three good strategies they can use: "But what happens if the person who's not respecting your boundaries is an adult?" If the students don't say it, say, "Find another adult. You have the right to feel SAFE in your body – so if an adult is not respecting your boundary, you go right to another in your trusted triangle adult and tell that person. You should keep telling until you are heard and helped."

Turn back to the board, and next to the "E" write the word "EXPLAIN," saying, "Once you've found that adult you trust, EXPLAIN clearly to that person what happened and what you said or did in response." Be sure the students have written the word "explain" on their sheets.

- Say "no" clearly and firmly.
- Keep repeating your refusal until the person stops asking (tell the person that they are pressuring you and they should stop).
- If all else fails, simply walk away and refuse to discuss the issue further.

Step 4: Tell students that you will now practice using assertive communication in responding to potential conflict situations. Explain that in this activity they will role play carrying out a decision they make and communicating it clearly and assertively. Divide students into pairs. Show the class the pre-written instructions so everyone can see:

- Review the situation and decide what to do.
- Decide who will play the roles.
- Decide as a group how the person can be assertive and stand up to their friend.
- Plan a very short role-play about two minutes long.

Hand out the scenarios from the "Conflict Situations" to each pair.

Note to the Teacher: Feel free to add specific scenarios that may related to something that has actually happened in your class or that you feel is appropriate for your students. Choose the ones that will have the most relevance and meaning for your class. You can also give the

same scenario to more than one pair and see how different pairs decide to demonstrate assertive communication. Once completed, say, "Great! Now you're going to practice this on your own."

Step 5: Give groups about 5 minutes to plan. Then have each Pair present its role-play. After each role play, discuss the following questions:

- Was the student assertive?
- What technique(s) did they use? (Said "No" clearly; Kept repeating refusal; Walked away)
- Do you think they were effective? Why or why not?

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ASSESSMENT: The role plays are designed to assess Learning Objectives one and two. Through role play, students should be able to demonstrate assertive communication and appropriate refusal skills.

CONFLICT SITUATION – 1

Monique's parents expect her to come home directly from school each day. But today, Jamila wants Monique to come to her house for a little "get together" after school. Some of the other kids are coming over and Jamila's mother won't be home. Monique doesn't want to go because she knows her parents will be really angry if she goes and she isn't sure it is safe without any adults there. Jamila doesn't want to take "no" for an answer because Monique is her best friend.
Question: How can Monique use assertive communication skills to tell Jamila how she feels? Write down some ideas for a role play that will demonstrate Monique using assertive communication to express her views. Think about some ways that Jamila might respond and what else Monique can do.

CONFLICT SITUATION – 2

Santi asked Jared if he could borrow his bike to go to soccer practice. This is a brand new bike Jared just got for his birthday, and he really doesn't want to lend it to Santi. Santi promises to take good care of it and says he would lend his bike to Jared if he asked because they are friends so Jared should do the same thing.
Question: How can Jared use assertive communication skills to tell Santi how he feels? Write down some ideas for a role play that will demonstrate Jared using assertive communication to express his views. Think about some ways that Santi might respond and what else Jared can do.

CONFLICT SITUATION – 3

It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the corner store but don't have enough money. Ben suggests they walk to his house since his Mom always leaves her purse around and they could take some money from there.
Question: How can Maya use assertive communication skills to tell Ben how she feels? Write down some ideas for a role play that will demonstrate Maya using assertive communication to express her views. Think about some ways that Ben might respond and what else Maya can do.

CONFLICT SITUATION – 4

Michael invited Tracey to come over to his house after school. As they were walking to Michael's house they see a younger kid they know from school. The younger kid is by himself riding his skateboard. Michael wants to mess with this kid, jut to play around, but Tracey is uncomfortable with that idea.
Question: How can Tracey use assertive communication skills to tell Michael how she feels? Write down some ideas for a role play that will demonstrate Maya using assertive communication to express her views. Think about some ways that Ben might respond and what else Maya can do.

CONFLICT SITUATION – 5

Noor's friend Taylor found her mother's cigarettes on the kitchen table. Taylor took them and said she always wanted to try one just to see what it was like. Taylor asked Noor if she would please try one with her so they could compare notes. Noor is a little bit curious but really doesn't want to try it. She is afraid she will become addicted and really can't stand the smell. What should Noor do?
Question: How can Noor use assertive communication skills to tell Taylor how she feels? Write down some ideas for a role play that will demonstrate Noor using assertive communication to express her views. Think about some ways that Taylor might respond and what else Noor can do.

What is Love Anyway?

TARGET GRADE: Grade 5, Lesson 3

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.5.PHC.3.2 – Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.
- HE.5.R.2.5 - Explain how attitudes and thoughts can influence your behavior and affect others.

LEARNING OBJECTIVE:

1. Describe the difference between "liking" and "loving."
2. Demonstrate that they have a trusted adult with whom they can speak to about their feelings and sexual health-related topics.

LESSON MATERIALS:

- Whiteboard or chart paper and markers
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

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- ***listen when others are speaking***
- ***speak for yourself***
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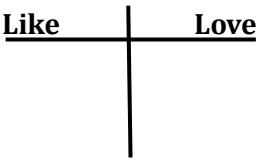
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.
Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Start the session by asking students to take out a piece of paper and divide it in half by drawing a vertical line down the center.

Draw a similar line on the board. Then ask them to draw a horizontal line near the top, creating a "T". Do the same to demonstrate what you would like them to do. Then ask the students to write the word "Like" on the top of the left side of the division, and the word "Love" at the top of the right side. Do the same. When done, it should like this:



Step 3: Tell the students you are going to give them 60 seconds to come up with a list of 5 (or more) things they LIKE. Tell them these cannot be people, they have to be things – objects, activities, places, etc. Have them write what they like on the left side of their sheet. Tell them to keep writing until you call time – but that they need to have a minimum of five. Let them know they will have the option of sharing examples of these but will not be required to.

Stop them at 60 seconds. Next, ask them to come up with a list of 5 (or more) things they LOVE. Again, be sure to emphasize that these cannot be people, they have to be things – objects, activities, place, etc. Call time at 60 seconds. Say, "I am now going to ask for some volunteers to share something they said they like. Please remember that we always agree to respect our classmates, even if we disagree with something they may say. So, if someone says they like something and you don't like it, please do not judge or make fun of their choice." Ask for some responses and write those on the board on the left side of the line. After the "like" side is filled, ask for examples of things they said they love and write those on the right side.

Once the table has been filled on the board, ask the students what they notice about the lists. Sample responses might include, "Some people put things on the 'like' side while other people put those same things on the 'love' side;" "They're very similar;" "They're very different," etc. Ask students:

"What was it like to do this?"

"Was it easier to think of things you like or things you love? Why?"

After students have shared some of their impressions of the experience of doing the activity, ask how they decided which things went on which list. Record key points from this feedback on the board, which may include references to the frequency with which they do something (the more they do it, the more they may like or love it); the duration relating to it (it could be something they've done every day after school or place they've visited for several years); emotional connection to it (a gift from or something that used to belong to a relative or friend), something they're good at (playing a video game or a sport), etc.

Step 4: Explain that you will now be talking about people. Write an identical "T" with "Like" and "Love" written at the top of each side and ask the students, "Who are some of the people in our lives we might like, and who are some of the people we would say we love?" (Note: the list will be different every time, and that's okay. Also expect students to say some people can be liked or loved; if that is the case, write the person on both sides. Also, some students may see a person put up and ask, "What if you don't like or love them?" – such as a sibling. Acknowledge that this is a list of who we might have these feelings for and that some people may like or love a brother or sister. Finally, be sure to tell them that this must be people they know PERSONALLY – it should not include celebrities).

The figure might end up looking something like this, although the people and their placement may change:

Like		Love	
- A new student - A cousin - A mail carrier - A coach - The custodian in your building or school	- A new friend - A teacher - A friend's parent - Youth group leader - Religious leader - Camp counselor	- A friend you've had since you were very young - A cousin	- A sibling - A parent - A grandparent

Ask the students, "So, what's the difference? How do you know whether you like someone and when you love them?" Have a discussion about this highlighting, if it is not said, "you just know." Explain that our feelings are not something we decide to feel – we just like or dislike someone or something. Say, "While we may end up liking someone we didn't before – or liking an activity we hated at first – we can't sit down and say, 'I'm going to make myself like or love this activity or person.'"

Step 5: Say, "As we get older, our feelings start to change. We may experience a type of romantic love that we don't have when we're younger. It's really hard to explain, because just like the liking and loving we just talked about, it's something you know when you feel it." Explain that

when people are older they may end up in romantic relationships with each other that are different from friendships. People might have romantic partners such as boyfriends or girlfriends – or, when they're older, they may choose to live together or get married. Sometimes, these adults will have children, and sometimes they won't.

Say, "Some people may want to have these types of relationships starting in middle school, and some aren't interested until high school or later." Ask, "What makes these types of relationships different from friendship or your relationships with your family members?" Probe for: "You do different things together," "you feel like being with that person all the time," "you like doing nice things for them and think of what they might want to do before what you might want to do," "you hold hands/kiss," "when you get older, you might want to have sex with that person," etc.

Say, "No matter at what age we start having these feelings of love and wanting to touch, kiss, etc., most people experience these feelings at some point in their lives – often, for different people over the course of their lifetimes."

Say, "As you start going through puberty, your hormones – those natural chemicals in your body – will start going up and down. This means you may feel intense emotions from time to time – both positive and negative. This may also be when you start to feel more intense love. During puberty, it's common to have feelings for people. It's also okay if you don't feel romantic feelings or attraction for anyone at all."

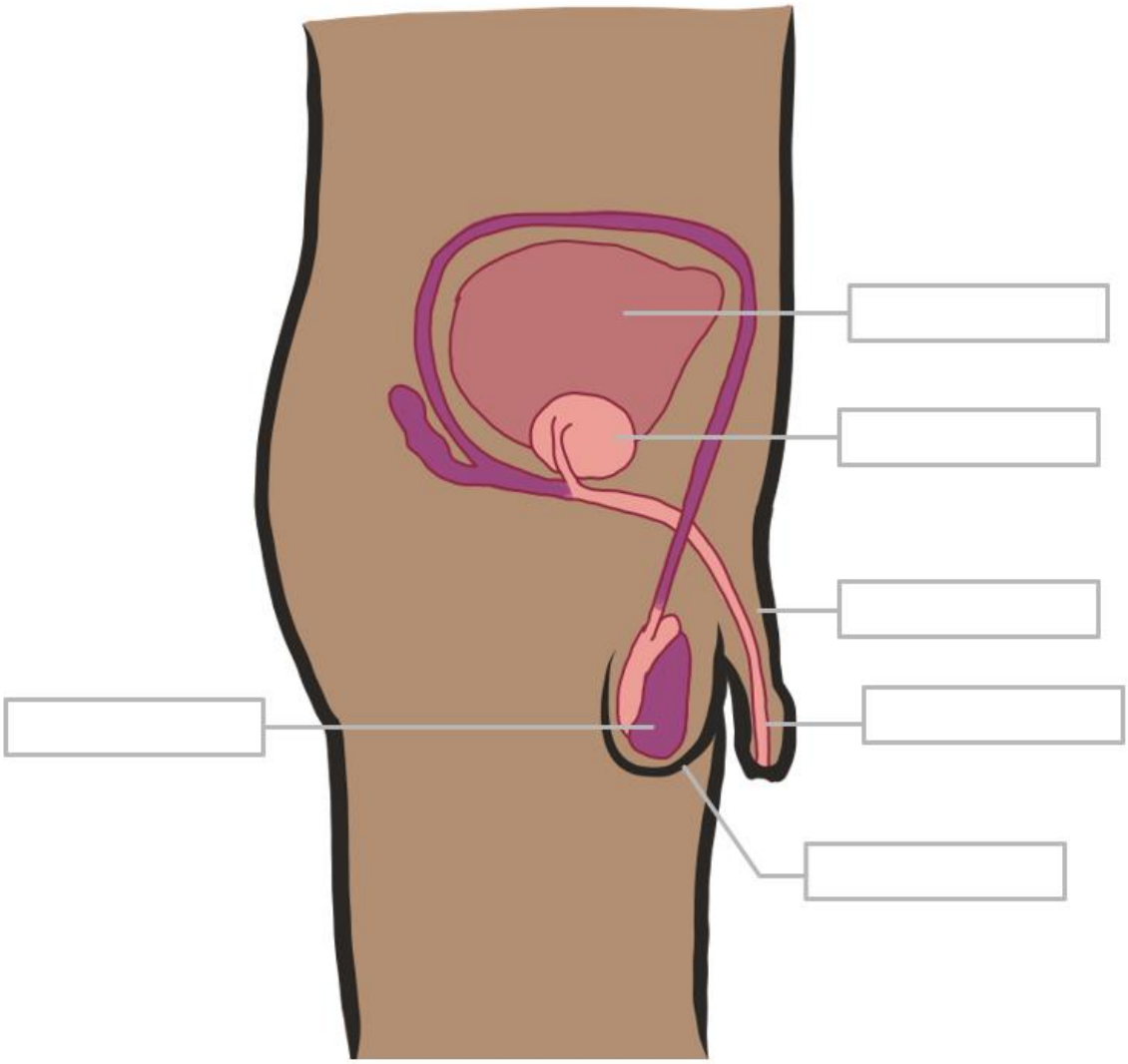
Step 6: Explain that while love seems like a pretty straightforward term – we may say "I love you" all the time; we talk about how we love this TV show, this shirt - it is a really complicated topic and we only just touched on it.

QUESTION BOX: *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.
Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

ASSESSMENT: Steps 1 – 4 are designed to achieve learning objective one; Steps 5 and 6 are designed to achieve learning objective two.

STUDENT WORKSHEET:
BIOLOGICAL MALE REPRODUCTIVE SYSTEM



STUDENT WORKSHEET:
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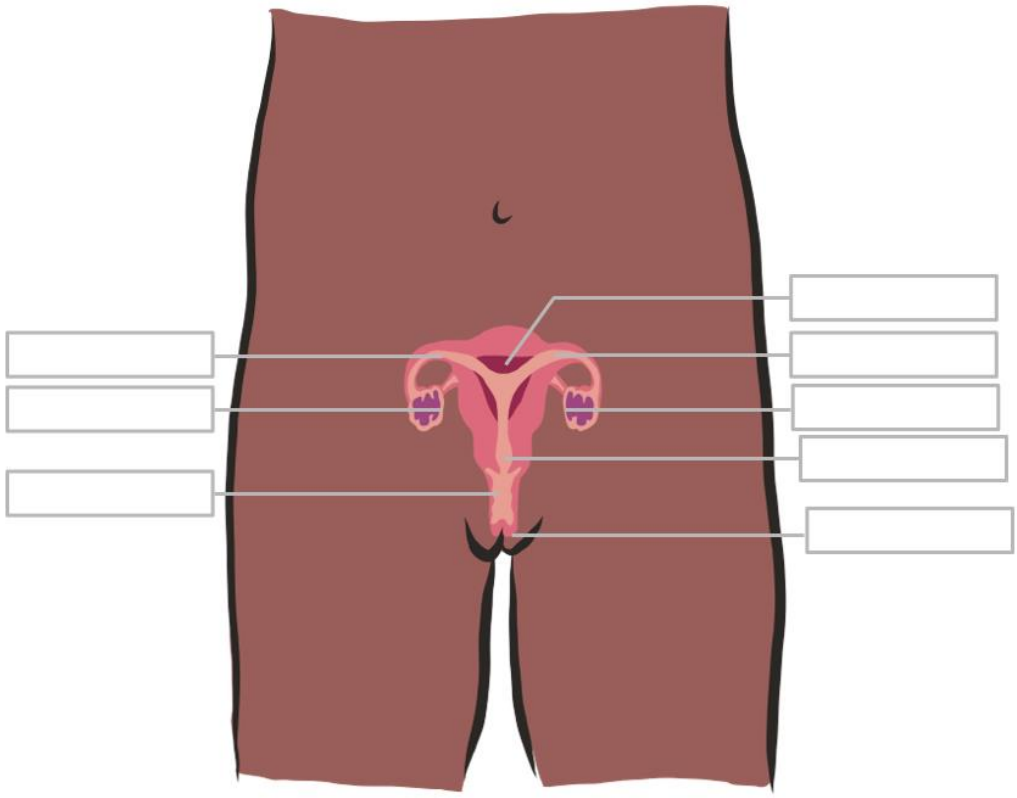

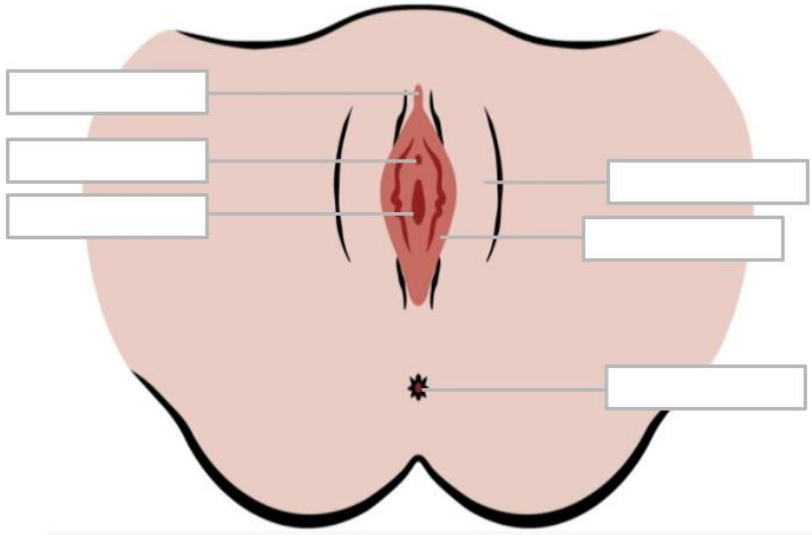

Sexual and Reproductive Anatomy

TARGET GRADE: Grade 5, Lesson 4

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.5.PHC.1.3 – Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
- SC.5.L.14.1 - Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

LEARNING OBJECTIVE:

1. Correctly name at least two parts of the reproductive system.
2. Describe the functions of at least two parts of the reproductive system.

LESSON MATERIALS:

- Lesson PowerPoint
- Whiteboard or chart paper and markers
- Worksheets – one of each for each student
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list <u>with</u> your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***

- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.
Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Introduce the lesson by having the PowerPoint open to slide one and saying "We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?"

NOTE TO THE TEACHER: Possible responses will range from nose, ears, elbow, heart, lungs, etc. to skeletal or circulatory system. All answers are good as the point is to demonstrate how similar humans are to each other. A student may point out that not everyone has arms, fingers, etc. Acknowledge that this is certainly true, but that most people have these parts.

Step 3: Say, "While there are all these body parts that almost everyone has, there are some parts that some people have, and some that others have. This includes our the body parts of our reproductive system.

Our reproductive system functions in making and having babies when you're older, if you choose to do that. Today, we're going to focus on the parts that are involved in reproduction, or making babies."

Go to slide 2 and say something like, "We have reproductive body parts from the time we're born, but we can't make babies when we're little. When we reach puberty – which can start anywhere between the ages of 9 and 14 – our bodies start releasing special hormones from the pituitary gland. Hormones are the natural chemicals in our bodies that are responsible for different functions and changes."

Go to slide 3 and point out that one change they may have noticed already is that their clothes from last year might not fit as well this year, as they have continued to grow taller and have their bodies change in other ways.

Step 4: Go to slide 4 and distribute the Reproductive System One Student Worksheet and ask students to take out something to write with.

Explain that there are two different kinds of reproductive systems, one for biological males and another of biological females. Tell students that you're going to go through the first one now that includes the anatomy of biological males. Ask the students to write the name of each body part on their sheet as you explain what each is. [Note: You should click before revealing each term on slide 4; each time you read a word that is bold and underlined, stop and remind students to write that word on their worksheets.]

Go to slide #5. Click to reveal the word penis on the diagram, explaining that it's the part that extends from the body to the tip.

NOTE TO THE TEACHER: When the word "penis" is first said out loud, there is likely to be a big reaction – giggling, laughter, embarrassment. This is perfectly ok. Allow the students a few moments to laugh and get it out of their systems, then ask: "Why do we laugh when we hear the word "penis"? Be prepared to have a brief discussion about this. It is important to acknowledge their discomfort and normalize use of the proper terms. Tell students, it is perfectly ok to feel embarrassed or uncomfortable since we hardly hear the word "penis" or some of the other words we will discuss but that it is important to learn them.

Point to the opening in the penis and say, "This is the opening to the urethra. Does anyone know what comes out from here? Take a few responses and say, "It is the opening where urine, or pee, comes out. It's also where semen and male sperm come out. During puberty, the body of someone with a penis and testicles begins to make semen and sperm. Sperm are one of the two tiny cells that are needed to make a baby. We'll talk about the other type of cell in a minute. The semen is the fluid that has sperm in it."

Point to the testicles and say something like, "Speaking of testicles – that's what these are [point to them on the diagram]. Does anyone know what they do?" Take a few responses and say, "The testicles are two little round organs that make male sperm." Point to the scrotum and pronounce the term. Say, "The scrotum is the pouch of skin that holds the testicles and keeps them the right temperature to make sperm." Explain that the penis and scrotum make up one type of genitals.

Point back to the urethral opening and show on the diagram how male sperm can be made in the testicles and travel through the reproductive system to leave the body through the urethral opening. Also, point out the bladder and explain that this is where urine, or pee, is stored. Show how urine also travels from the bladder, through the urethra and out of the body.

Step 5: Go to slide #6 and distribute the Reproductive System Two Student Worksheet. Explain that this is the biological female system involved in reproduction, and again, that they should write in the name of each body part as you go through them. Go to slide #7 to start going through the parts.

Point to the two ovaries. Pronounce the word then say, "Does anyone know what the ovary does?" Take a few responses and say, "The ovaries are two little round organs that store ova. "Ova" is another word for eggs. Remember how I said before that male sperm is one of the two cells needed to make a baby? The other one is ova or eggs. When puberty begins, the

ovaries start to send out one egg from one of the ovaries each month. The egg goes from the ovary into the fallopian tube where they start making their way down to the uterus."

Next, say something like, "As a baby grows inside the body, and before it is born, it is called a 'fetus.' A fetus grows inside the uterus. If sperm doesn't get inside the body to make a pregnancy, the egg breaks apart in the uterus and leaves the body along with blood and tissue that have built up inside the uterus in case pregnancy happens. That's called menstruation or having a period."

Next, point out the vagina. Pronounce the word and say, "This is the passageway leading from the uterus to the outside of the body. During childbirth, a fetus will come through the cervix, into the vagina and come out through the opening to the vagina. The opening to the vagina is also where menstrual blood leaves the body, and where a tampon can be inserted during menstruation. It's also how sperm gets inside the body to try to find an egg to start a pregnancy."

Say something like, "The opening to the vagina is located at the top of the vulva." Go to slide #8. Explain that "vulva" is another word for genitals that include the parts on this slide, and that these parts are on the outside of her body. First, point to the urethral opening. Say that this is the opening through which urine leaves the body. Explain that everyone has a urethra, and therefore, everyone has a urethral opening. Point to the vaginal opening and say, "This is the opening through which a fetus or menstrual blood comes out." Then point to the clitoris and say "This is the clitoris, located above the urethral opening. It doesn't have anything to do with reproduction, but it is very sensitive when it's touched."

Reveal the words for the outer labia and inner labia. Explain that labia is another word for "lips," and that these two sets of lips protect the rest of the genitals, especially the openings you just described. Finally, advance to reveal the word "anus," and explain that this body part doesn't have anything to do with reproduction either, but you wanted to include it so people understand the locations of these other body parts. Explain that the anus is the hole through which solid waste or 'poop' leaves the body."

Step 6: Explain that you are going to play a game now to see how much everyone remembers. Divide the class into 5 groups. Ask each group to select one person to serve as the group's spokesperson for one question only. Say something like, "I'm going to read a question, and your groups will have 10 seconds to come up with the correct answer. Once you've come up with that answer, your spokesperson will come to the white board and wait. When everyone's up there, I'll say, 'go,' and you will all write your answer. Each group that gets it right will get one point." Ready?"

NOTE TO THE TEACHER: If mobility is an issue for any students, have some index cards on hand and distribute them as needed. When it comes time to write responses on the board, have those students who cannot make it to the board write their response on the index card and read their response from their seat.

After the groups have chosen their spokesperson and given that person a white board marker, ask the first question:

"In what part of the body is sperm made?"

After 10 seconds, call time and ask the spokespeople to come to the front of the room. Once lined up, say "go" and have them start writing. Tell them if they or their group didn't know they should guess. Read the responses and give a point to each group that answered correctly [Testicle]. Be patient around spelling, but feel free to offer the correct spelling if students are a bit off.

NOTE THE TEACHER: If students use slang words, keep in mind that may be the only language they may have heard before this class. They also may just be trying to get a rise out of you. Since you won't know their motivation, should they use a slang term, gently correct them and ask them to continue. For example, if they were to write, "balls" for "testicles," there is likely to be laughter. Try not to be intimidated; simply ask, "And what is the word we learned for 'balls?'" and then erase the word and replace it with testicles.

Ask those students to rejoin their groups, and say that the person to their left should be the next spokesperson. Ask the next question:

"What grows inside of the ovaries?" After 10 seconds, have the next spokespeople come up and write their answers. Again, give a point for each correct answer [Ova or Eggs].

Have them return to their seats.

Continue rotating spokespeople and going through questions as time allows, using the following questions:

"What is a baby called before it's born?" - FETUS

"In what part of the body does a fetus grow?" - UTERUS

"Where does an egg go once it's released from an ovary?" – FALLOPIAN TUBE

"Where do the testicles live?" – SCROTUM

"What has to happen before someone can make sperm or eggs?" – PUBERTY

"Of the body parts that I told you about today, what's one that everyone has, no matter what their bodies look like?" – URETHRA, URETHRAL OPENING, BLADDER, ANUS

QUESTION BOX: *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.
Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

ASSESSMENT: Steps 1 – 4 are designed to achieve learning objective one; Steps 5 and 6 are designed to achieve learning objective two.

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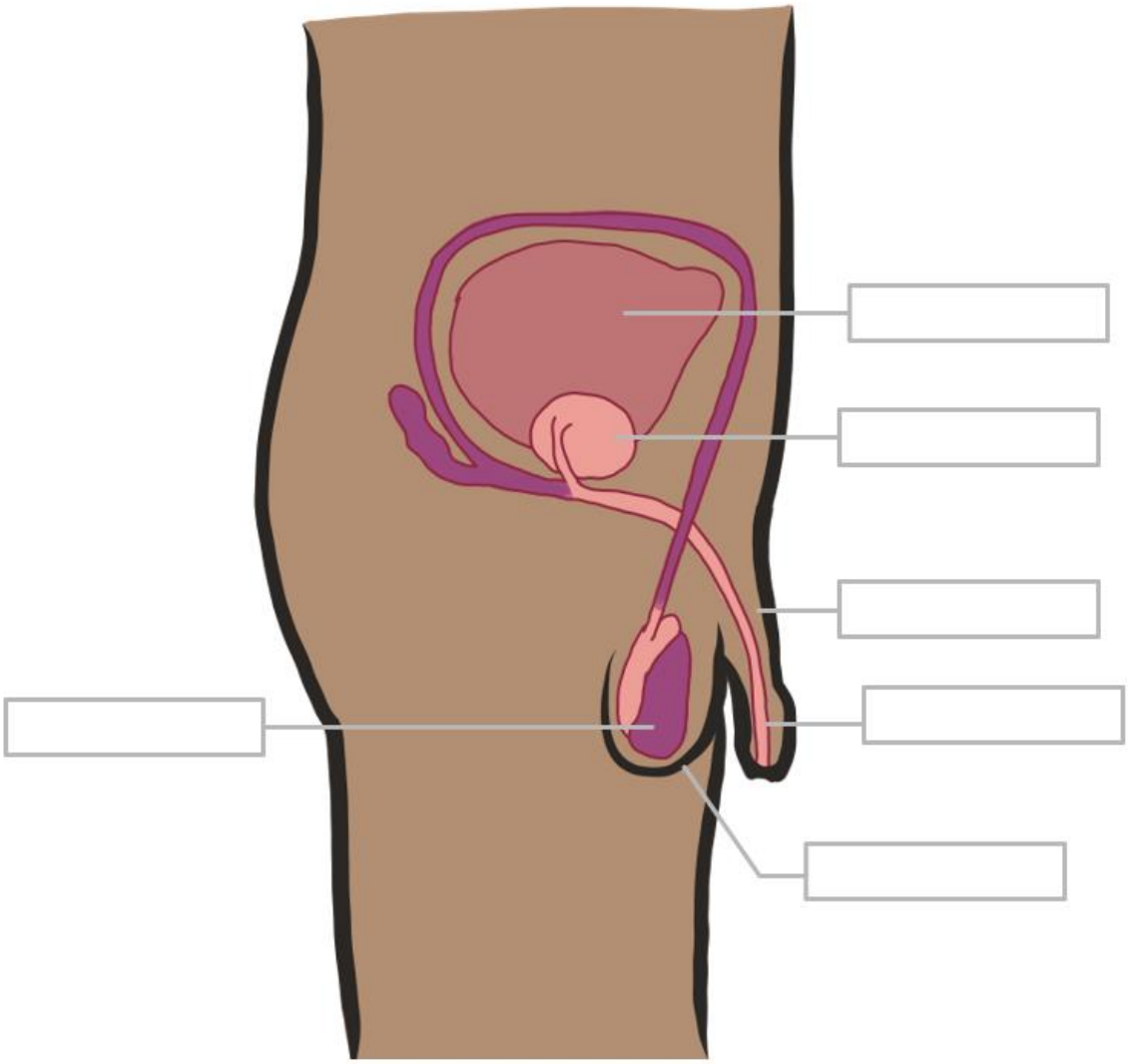

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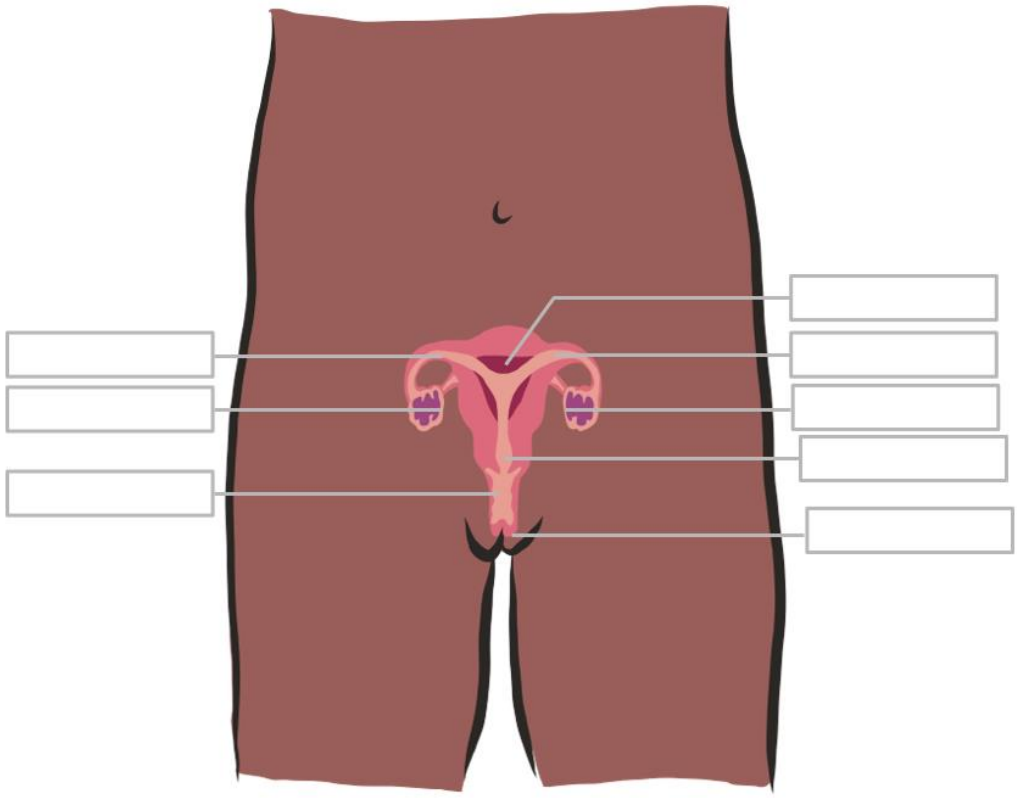

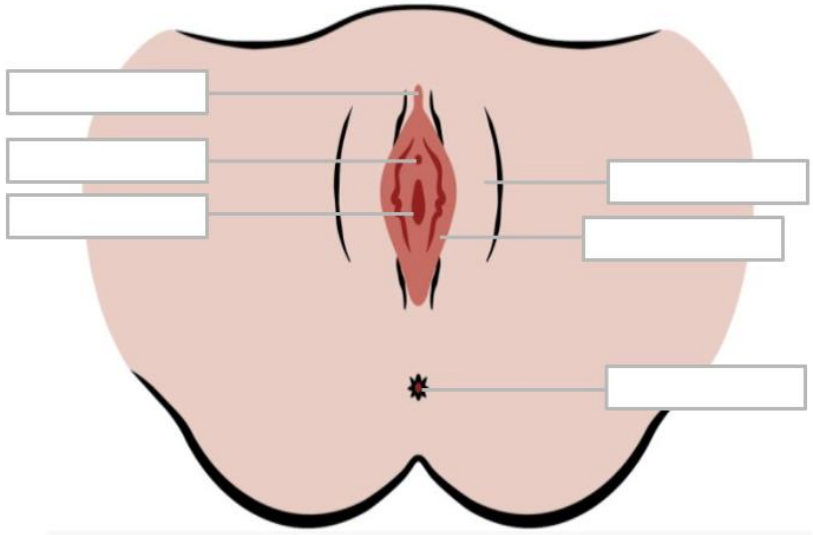

Puberty and Reproduction

TARGET GRADE: Grade 5, Lesson 5

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.5.PHC.1.3 – Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
- SC.5.L.14.1 - Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

LEARNING OBJECTIVE:

1. Describe how puberty prepares human bodies for the potential to reproduce.
2. Describe the process of human reproduction by identifying the correct order of steps involved in conception.

LESSON MATERIALS:

- Lesson PowerPoint
- Whiteboard or chart paper and markers
- Worksheets – one of each for each student

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

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- ***no put-downs***
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- ***questions are welcome using the question box***
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- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.
Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Tell students that today you are going to discuss how puberty can prepare the human body for the potential to reproduce. Ask: "Who remembers what puberty is?"

Note to the Teacher: Answers might include a normal part of growing up when our bodies change from being a child's body to an adult body. Remind students that puberty typically begins anywhere from age 8 – 16 – and continues all the way until a person reaches their full adult height, sometime in the later teens to the early twenties.

Say, "One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body may have the ability to reproduce or make a pregnancy. That is an important change that happens during puberty. The main changes that happen during puberty are the result of hormones: testosterone and estrogen, mainly. Hormones are natural chemicals our bodies make."

Step 3: Start the PowerPoint with slide one of the male reproductive system and say "Who can remember the names of the body parts, or reproductive organs, that we talked about in a previous lesson?" Together with the students, name the parts on the diagram.

Note to the Teacher: You may want to provide a word bank on the board to help students to remember the names.

Next, show slides two and three of the female reproductive system and again ask "Who can remember the names of these body parts that we talked about in a previous lesson?"

Step 4: Tell students: "Puberty begins when a person's body starts to produce a very large quantity of hormones that they were only producing in small amounts before. The mix of hormones in our bodies determine which changes our bodies will have. For example, higher

testosterone leads to the growth of more facial hair and higher estrogen leads to more breast growth."

Show students slide four that has both the biological male and biological female interior diagrams on it together. Explain to students that only some body parts are needed to make a pregnancy and therefore are part of the reproductive system. Point to each diagram in turn as you say, "On this diagram, the parts that are used in reproduction are the testicles, penis, urethra and vas deferens." Say, "On this diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina."

Step 5: Tell students: "Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a pregnancy." Tell them that you are now going to explain to them how conception occurs.

Note to the Teacher: As you go through the process of conception, use the interior sex organ diagrams to help to explain each of these processes.

Say: "When puberty begins in biological males, testicles, which is where most of the hormone testosterone is produced, start to produce male sperm. Male sperm are tiny cells that can meet with a female egg to start a pregnancy. For reproduction to happen, the sperm exit the testicles and travel up through the two small tubes called the vas deferens. After they pass through the vas deferens, the sperm cells mix with semen. Semen is a fluid that helps to protect and nourish the sperm and make them able to fertilize an egg. After the sperm mix with the semen, they travel up through the urethra in the penis and out of the tip of the penis. This is called an 'ejaculation.'"

Next say: "When puberty begins in biological females, ovaries, which produce most of the hormone called estrogen, start to release an egg, called an ovum, about once a month. The process of the ovary releasing an ovum is called ovulation. When ovulation occurs, the egg or ovum enters the fallopian tube. (Remind students that once ovulation begins, each month the body starts to prepare the uterus for a pregnancy just in case it happens.) So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus, which is most months, then the uterus sheds its lining, which flows out of the body through the vagina, and this is called menstruation or having a period.)

Say "Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through penis-vagina sex."

Note to the Teacher: It is likely that some students will react with embarrassment, discomfort, or disgust from the mention of penis-vagina sex. Explain to students that this is an adult behavior and that because they are in fifth grade, it is perfectly normal for them to think it is yucky or funny.

Say, "Even though hundreds of millions of sperm are ejaculated, the egg only draws in one sperm to cause fertilization. The fertilized egg then travels back down to the uterus where if it attaches itself to the wall of the uterus a pregnancy has started. The fetus will stay in the uterus for about nine months before a baby is born."

QUESTION BOX: *Give each student several strips of scrap paper.*

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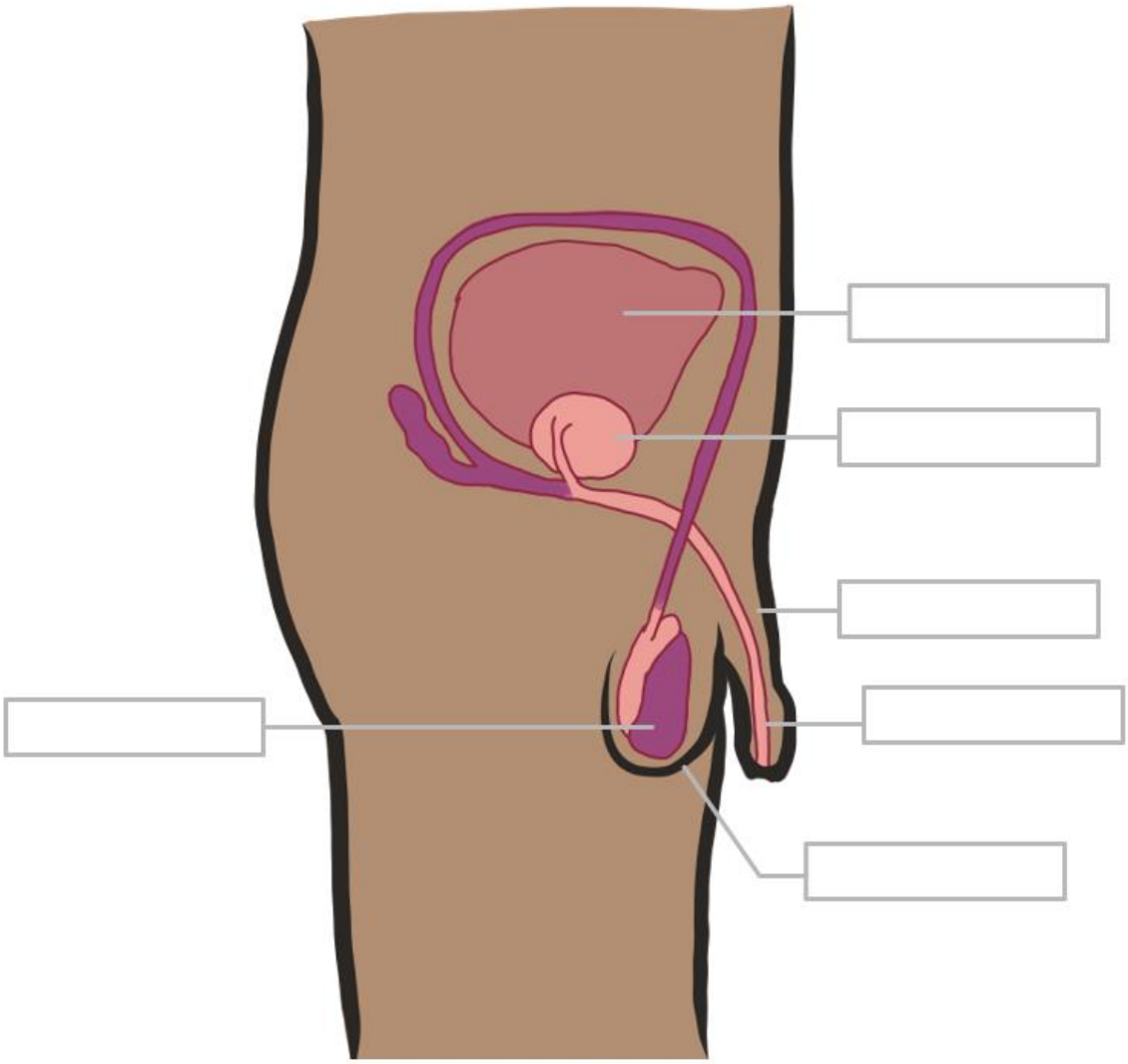

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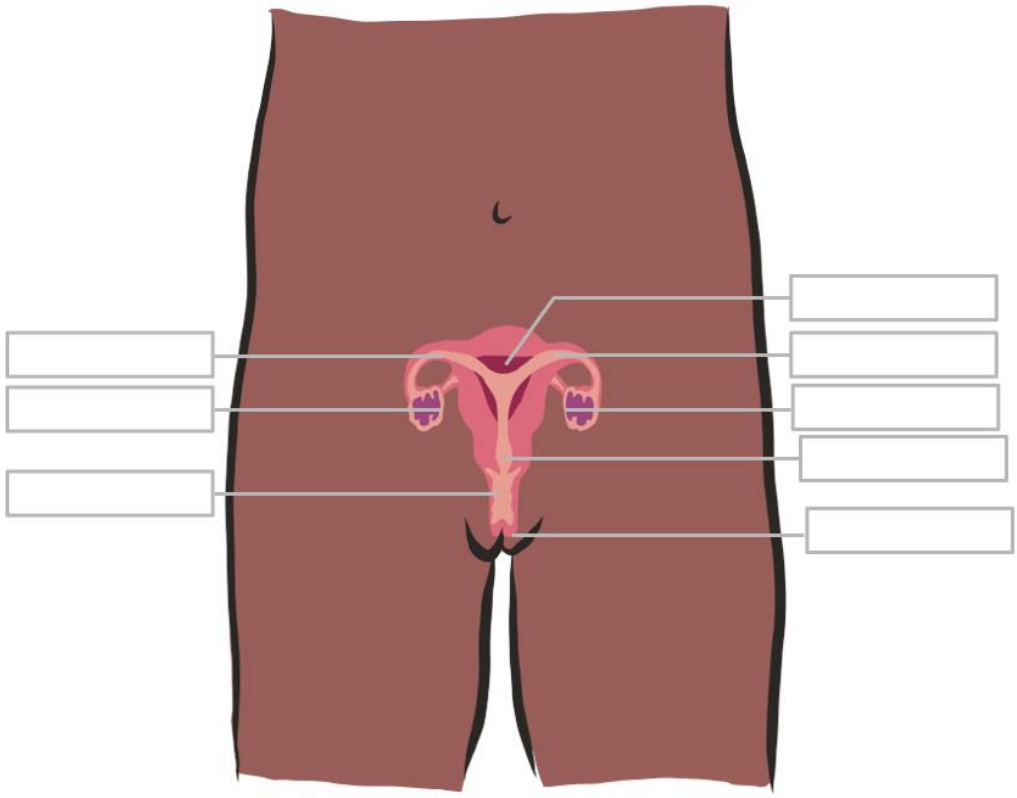
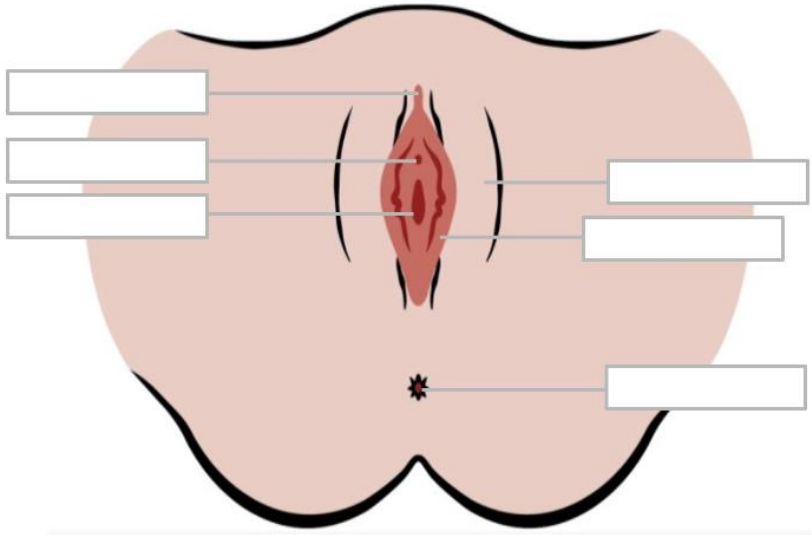
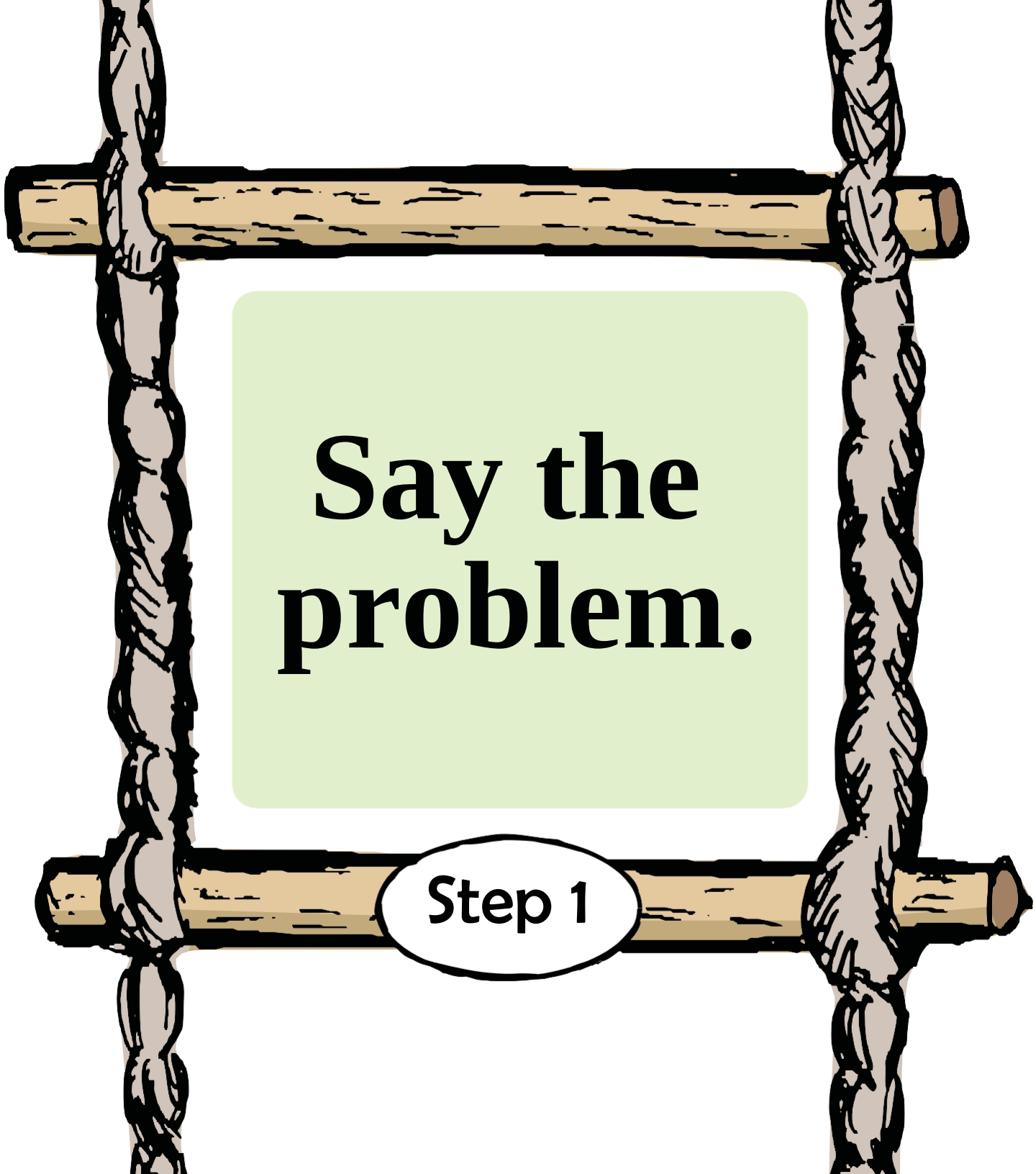
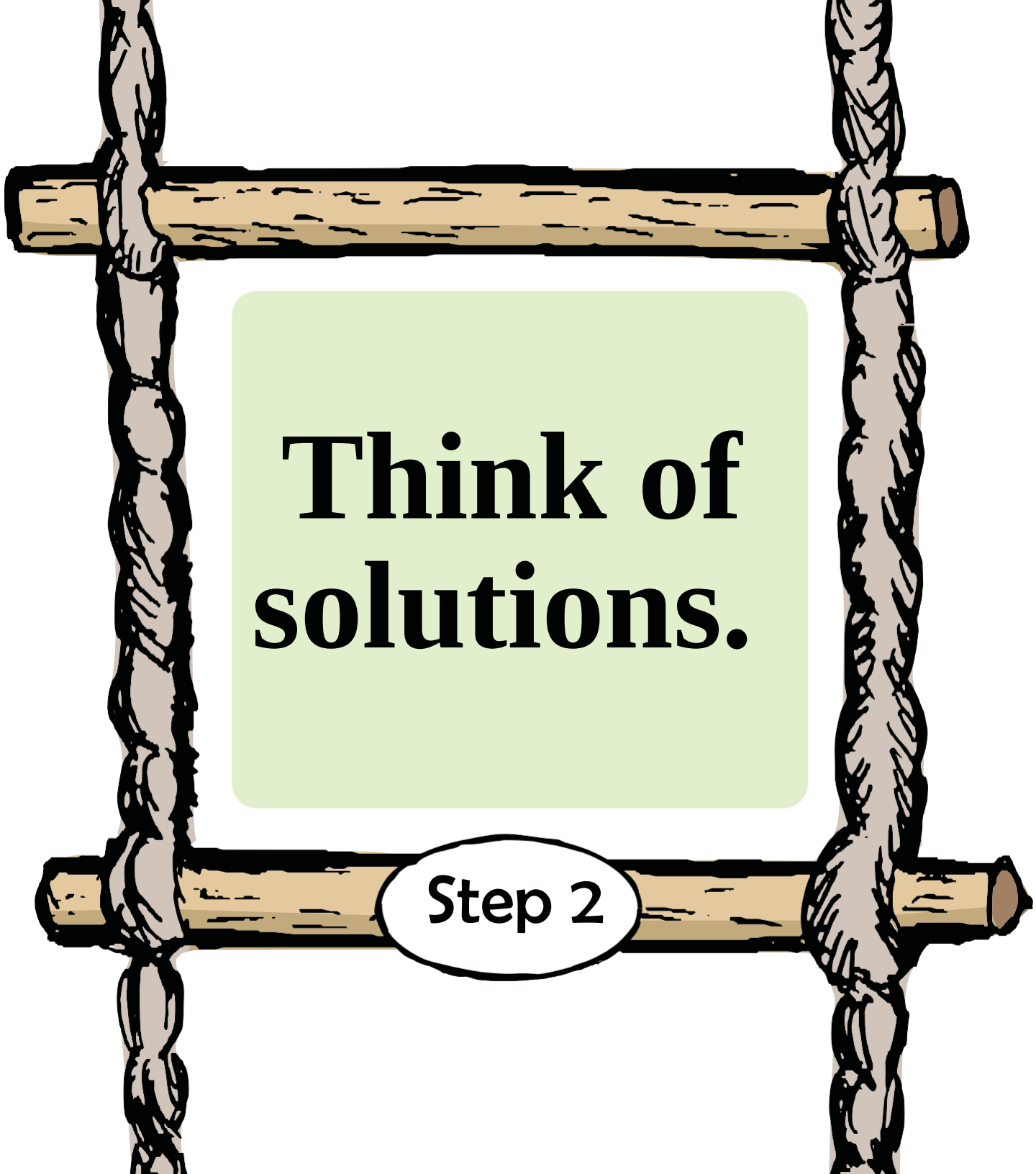
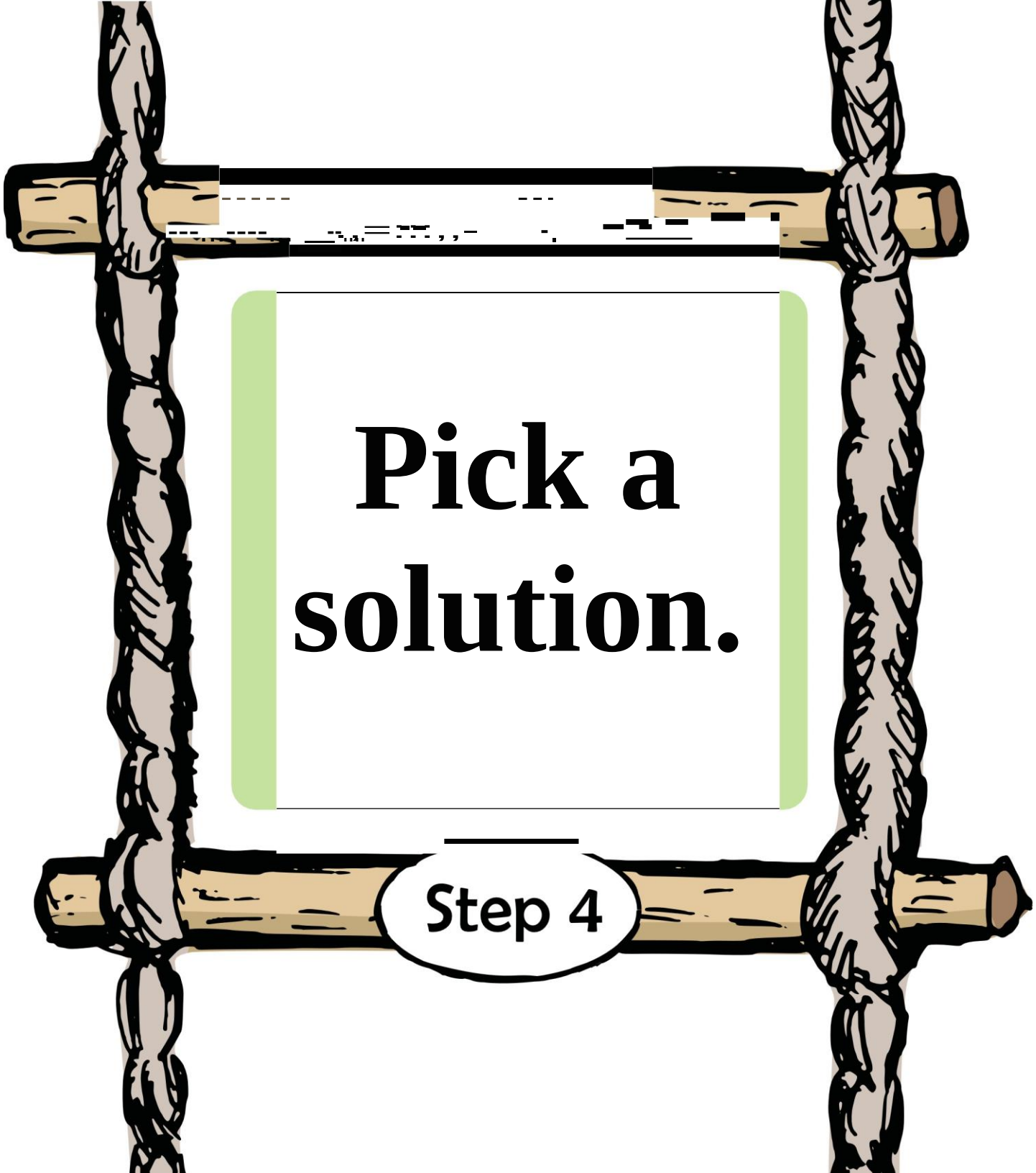





Say the problem.
Step 1


Think of solutions.
Step 2

Explore the solutions.
Step 3


Pick a solution.
Step 4

Step Up!
Try the solution.
Step 5

STEPS
TO SOLVING
A PROBLEM
TRY THE
SOLUTION
STEP UP!
PICK A SOLUTION
EXPLORE THE SOLUTIONS
THINK OF SOLUTIONS
SAY THE PROBLEM

PST! Got a Problem?

PAUSE.
Take a deep breath and ask yourself,
What's the problem?

SAY
Say the problem.

THINK
Whose problem is it?

Someone Else's Problem

Can you help?

Yes.

Great! Help.

No.

Don't worry about it.

My Problem

Can you solve it?

Yes.

Great! Solve it.

No.

Ask for help.

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